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ABSTRACT

This study describes the United Kingdom's education and training system, which is a combination of facilities provided in England, Scotland, Wales, and Northern Ireland, each of which has its own special features but all of which have much in common. Section I gives such background information about the United Kingdom as geographical features and demography. An account of the historical development of education and vocational training is found in section II. Section III shows how the system is financed and how the responsibility for administration is allocated. School education from preschool to age 16 is described in section IV. Section V provides a description of the different institutions of higher and further education, the vocational courses at all levels that are offered, and some information about the independent examining bodies and the qualifications they award. Section VI focuses on training for special groups--unemployed adults and youth, disabled individuals, ethnic minorities, and women. Section VII looks at some of the developments that are likely to take place in the future. Appendix I is an explanation of terms. Appendix II contains a list of addresses from which information on the education and training system might be obtained. A list of abbreviations is given in Appendix III. (YLB)

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Descriptions of the Vocational Training Systems

United Kingdom

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CEDEFOP
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INTRODUCTION

1. This study is one of a series which describe the vocational training systems of Member States of the European Communities. It has been prepared for the European Centre for the Development of Vocational Training (CEDEFOP) as part of its continuing work in providing a means for vocational training policy-makers and practitioners to learn about and understand the vocational training systems existing in the various Member States.

2. This task has been one of the priorities of the Centre's working programme. These studies were commenced in early 1979 following consideration of the existing literature and previous reports on the vocational training systems. Most of the reports were completed during late 1979 or early 1980. This report on the United Kingdom has been more difficult to write, because of the decentralized nature of the British education and training systems, and because of the major changes in it which are now taking place. References to many of these changes, including the proposals in the government's White Paper of December, 1981 are included.

3. In the preparation of the monographs on the Member States we have tried to ensure that : -

   a) the reader can obtain not only an idea of the systems that exist today, but also a feeling for the direction in which these systems have developed and are likely to do so; that is, we have tried to obtain a dynamic rather than a static picture,

b) the vocational training systems are seen in the context in which they exist, that is as a part of the economic social and educational life of the countries concerned, and are accordingly affected by factors such as changes in employment patterns, technological development, expansion of compulsory general education etc.,

c) in as far as possible the areas covered by the studies are similar, and there is some common understanding of what vocational training covers. A working definition, therefore, has taken vocational training to include initial and further training in the period after the end of compulsory full-time education, whether this takes place entirely in the educational system or on-the-job,

d) each report has at the national level been the subject of extensive consultations with the social partners and the various government ministries and other bodies directly involved in vocational training, with a view to its having their approval.

4. CEDEFOP is aware that the process of describing the vocational training systems, can never be completed, as the systems themselves are under constant evolution. Accordingly since the publication of the monographs on the various Member States, CEDEFOP has continued its work on the basis of these studies with a view to publishing in a single volume briefer descriptions of the training systems, structured in a way to facilitate the drawing of comparisons between them. This volume has been published in early 1982 in German, and should be available in a number of other Community languages in early 1983.

J. Michael Adams Georges Dupont

June, 1982

EDUCATION AND VOCATIONAL TRAINING IN THE UNITED KINGDOM

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EDUCATION AND VOCATIONAL TRAINING IN THE UNITED KINGDOM

INTRODUCTION

The United Kingdom education and training system is a combination of facilities provided in England, Scotland, Wales and Northern Ireland, each of which has its own special features, but all of which have much in common.

The system is characterised by

- a very wide variety of provision, reflected in the many different kinds of education and training institutions.

- the sharing of responsibility for vocational training between local and central government, the teaching profession, employers and employees.

- the existence of independent examining and award-making bodies separate from education/training establishments.

These characteristics stem largely from

- the development of the system over a long period

- the incidence of a number of different political initiatives in education and training (and particularly since 1944)

- a wish to give as much autonomy as possible to individual national, regional and local bodies.

The result of these factors is a highly-developed and diverse education and training network in which opportunities open to the individual are many and varied. Long-term choices are often decided by the selection of examination courses at the age of 14 or 15, and there may be age limits for entry to apprenticeship. For most kinds of education and training after compulsory schooling, however, there is a choice of full-time or part-time study spanning different periods, using a number of methods, at a variety of institutions.

An attempt is made here to describe this complex system. Section I gives some background information about the United Kingdom; section II is an account of the historical development of education and training; section III shows how the system is financed and how the responsibility for administration is allocated; school education is described in section IV, and the facilities available after compulsory education (16+) are shown in sections V and VI. Section VII looks at some of the developments that are likely to take place in the future. An explanation of terms used is included at Appendix I, and, because it has not been possible to cover here all details of the education and training system, a list of addresses from which information might be obtained appears at Appendix II.

I. BACKGROUND INFORMATION

1.1 Physical and geographical features

Britain, also known as the United Kingdom of Great Britain and Northern Ireland, constitutes the greater part of the British Isles, a group of islands lying off the north-west coast of mainland Europe. The largest islands are Great Britain (comprising the mainlands of England, Wales and Scotland) and Ireland (comprising Northern Ireland and the Irish Republic).

The area of the United Kingdom is 244,108 sq.km. (94,251 sq.miles), comprising:

	sq.km
England	130,438
Wales	20,769
Scotland	78,781
Northern Ireland	14,120

The distance from the south coast to the extreme north of mainland Britain is approximately 1,000 km (600 miles) and from east to west approximately 500 km. There are numerous bays and inlets, and no place is more than 120 km (75 miles) from tidal water. The eastern area of England is mostly low-lying, and mountainous and hilly terrain occurs in Scotland, the north of England, Wales, and Northern Ireland.

1.2 Demography

The people who now inhabit Britain are descended mainly from the people who inhabited the area nine centuries ago. Immigration from the continent of Europe has been an influence at certain times as, more recently, has been immigration from Commonwealth countries.

1.3 Constitutional framework

Britain is a constitutional monarchy and a parliamentary democracy. Its permanent head of state is the reigning King or Queen; the monarchy is the most ancient secular institution in the United Kingdom, and its continuity has been broken only once in over a thousand years. The head of government is the Prime Minister, who is leader of the political party that currently can command a majority in the House of Commons. All political power is concentrated in the Prime Minister and the Cabinet, and the monarch must act on their advice.

The British constitution is partly unwritten and wholly flexible. Its basic sources are legislative enactments of Parliament, and decisions made by courts of law. Matters for which there is no formal law are determined by important conventions of the constitution, based on precedent, but always open to development or modification.

1.4 Population

The population of the United Kingdom is 56 million. Population growth since 1901 is shown at Table I.1.

Table I.1 Population of the United Kingdom (millions)

	1901	1931	1951	1961	1971	1981 (estimated)
England	30.5	37.4	41.1	43.5	46.0	46.5
Wales	2.0	2.6	2.6	2.6	2.7	2.8
Scotland	4.5	4.8	5.1	5.2	5.3	5.2
Northern Ireland	1.2	1.2	1.4	1.4	1.5	1.5
Total	38.2	46.0	50.2	52.7	55.5	56.0

(Source: Social Trends 1980, Central Statistical Office)

In the period 1975-78 the population fell slightly, although it began to recover in 1979. The decline, common to much of Western Europe, was mainly the result of a sharp fall in the birth rate. It is reflected in the following table which shows numbers of children and young people in formal education:

Age	1961	1971	1981	Predicted 1991
5-16	8,316,000	9,364,000	9,347,000	7,990,000
16-21	288,000	483,000	505,000	414,000

It is estimated that in mid-1979 there were 2 million people of New Commonwealth or Pakistani origin in Great Britain, 3.7 per cent of the total population, estimated to rise to 2½-3 million by 1991. Twenty per cent of these people are aged 16-24 years, making up 5 per cent of the total population of this age group throughout Great Britain.

The estimated UK population for 1981 is 27.3 million males and 28.7 million females, with the following age structure:

	Male	Female
Under 16	6.8m	6.4m
16 - 29	6.0m	5.6m
30 - 44	5.4m	5.2m
45 - 64	6.0m	5.1m
65 - 74	2.2m	4.4m
75 - 84	0.8m	1.6m
85 and over	0.1m	0.4m

(Source: Social Trends 1980, Central Statisical Office)

The density of population varies markedly from region to region (see table I.2 and regional map at Fig.I).

Table I.2 - Population density

	Population	Population per square km
Northern England	3.1m	201
Yorkshire and Humberside	4.9m	316
East Midlands	3.7m	240
East Anglia	1.8m	146
South East England	16.9m	618
South West England	4.3m	180
West Midlands	5.2m	396
North West England	6.6m	889
Scotland	5.2m	66
Wales	2.8m	130
Northern Ireland	1.5m	106

(Source: Social Trends 1980, Central Statistical Office)

The two most densely populated areas are south-east England, which contains greater London, and the highly industrial north-west of England.

The largest cities are London (population 7 million), Birmingham (1,034,000), Glasgow (794,000) Leeds (724,000), Sheffield (544,000), Liverpool (520,000) and Manchester (479,000).

1.5 Employment

The total working population of Britain in 1979 was 26.4 million, about 48 per cent of the total population. The percentage of women (particularly those working part-time) in the labour force continues to rise, although at a reduced rate compared with previous years. 42 per cent of all employees are women, of whom about two-fifths work part-time. The working population increased slowly until 1966, then declined between 1966 and 1971, since when it has been rising again. One reason for the fall after 1966 was the increased number in full-time education. During the next few years both the male and female labour forces are expected to continue to increase.

Regional distribution of employees in Great Britain in 1969 and 1979 is shown at table I.3.

Table I.3. Employees by region (GB)

Region	1969 %	1979 %
South-East	34.3	32.9
East Anglia	2.8	3.1
South West	5.8	7.0
West Midlands	10.1	10.0
East Midlands	6.1	6.9
Yorks & Humberside	8.8	8.9
North West	12.8	11.9
North	5.7	5.6
Wales	4.2	4.5
Scotland	9.4	9.2
	100.0	100.0

(Source: Department of Employment)

The most notable trend during the last decade has been the transfer of employment from manufacturing to service industries, which include distribution, insurance, banking, professional services and public administration. Table I.4 gives an analysis of employment by industry, comparing 1970 with 1979.

TABLE I.4: Analysis of Civil Employment in Britain 1970 and 1979

Industry or Service	1970		1979	
	Thousands	Per cent	Thousands	Per cent
Agriculture, forestry and fishing	466	1.9	365	1.5
Mining and quarrying	410	1.7	337	1.4
Chemicals and allied industries	442	1.8	440	1.8
Metals, engineering and vehicles	4,318	17.7	3,700	15.0
Textiles	678	2.8	479	1.9
Clothing and footwear	455	1.9	381	1.5
Food, drink and tobacco	792	3.2	699	2.8
Other manufactures	1,657	6.8	1,456	5.9
Construction	1,339	5.5	1,293	5.2
Gas, electricity and water	391	1.6	354	1.4
Transport and communications	1,572	6.4	1,482	6.0
Distributive trades	2,675	11.0	2,806	11.4
Professional, financial, scientific and miscellaneous services	5,801	23.8	7,400	30.0
National and local government service	1,482	6.1	1,634	6.6
Self-employed persons (all industries and services)	1,902	7.8	1,886	7.6
Total in Civil Employment	24,380	100.0	24,712	100.0

FIGURE I
The United Kingdom showing country and regional boundaries

II HISTORICAL DEVELOPMENT OF THE EDUCATION AND TRAINING SYSTEM

2.1 EDUCATION

Education has developed separately in England and Wales, Scotland and Northern Ireland and, although there are a great many common trends, it is convenient to deal with the historical background to the system by describing its constituent parts.

2.1.2 England and Wales

For centuries England and Wales have provided school and university education, but education for all did not begin until towards the end of the nineteenth century. In medieval times, grammar schools were ecclesiastical establishments where candidates for the priesthood learned Latin. Later, independent schools and voluntary schools, run usually by religious bodies, provided a broader curriculum. The first government grants for education were made in 1833.

The Education Act of 1870 was a major piece of legislation which introduced publicly-maintained elementary education throughout England and Wales. Local School Boards were set up whose task was to provide elementary education in their own areas.

There was thus considerable local autonomy. Finance was raised from local and national taxes and from school fees. The schools were secular but the local boards could provide religious instruction if they wished to do so. The principle of a strong local influence in the provision of education still continues, and the present system owes much of its diversity to the decentralised, local nature of its organisation.

School attendance from 5 years up to the age of 10 was made compulsory in 1880 and in 1889 local authorities were empowered to spend part of the rates (local property tax) on technical instruction.

The school-leaving age was raised to 12 in 1899 when the Board of Education was set up to coordinate the education system nationally. The Education Act of 1902 abolished the School Boards, and responsibility for providing education was given to the locally-elected councils of counties which became the local education authorities and worked with the Board of Education. The same Act empowered the local education authorities to provide secondary education. The school-leaving age was raised to 14 in 1918, to 15 in 1947 and to 16 in 1972.

A major development in education was the 1944 Education Act, under which the Board of Education was replaced by the Ministry of Education, headed by a Government Minister who had certain statutory powers. A three-stage system of primary, secondary and further education was established. Primary education was reorganised into infant and junior, and secondary education into modern, grammar and technical schools. By a written examination at the age of 11 it was decided whether or not a child would enter a grammar school (with a more academic curriculum) or the secondary modern or technical school (with a more practical curriculum). Secondary education in publicly-maintained schools was provided free of charge after the 1944 Act. Free provision of elementary education in publicly-maintained schools began after the Education Act of 1870.

The 1964 Education Act enabled new schools to be established to provide education for both junior and senior pupils in the same school (the introduction of non-selective "comprehensive" schools in which all children of secondary age in a particular neighbourhood are educated at one school without reference to ability or aptitude).

The 1976 Education Act directed local education authorities to reorganise secondary education by setting up comprehensive schools to replace grammar and secondary modern schools. The Act was not popular in all areas and some authorities had not reorganised their schools by the time the requirement was removed in the Education Act of 1979.

As a result, there is considerable diversity in secondary education in different areas of the country. The majority of schools are comprehensive, but there are also grammar schools, secondary modern schools, voluntary-aided schools and independent schools, reflecting the decentralised nature of educational provision.

2.1.3 Scotland

Scotland became part of the United Kingdom in 1707 but it has retained much of its individuality including its own legal, ecclesiastical and education systems.

The Education (Scotland) Act 1872 transferred a large measure of the organisation and administration of education from the Church to newly-constituted bodies, known as School Boards. Nearly 1,000 School Boards were set up with powers to levy rates (local property tax) to provide compulsory schooling for all children aged 5-13 and non-compulsory evening schools for young people over 13. The Scottish Education Department was set up to supervise the system.

The Education (Scotland) Act 1883 raised the school-leaving age to 14 for children who had not obtained from one of Her Majesty's Inspectors of Schools a certificate of ability to read and write and a knowledge of elementary arithmetic. From 1901 the school-leaving age of 14 applied to all children.

The Act of 1918 made mandatory the provision of free secondary education for all children desiring it, and provided for the transfer of voluntary schools to the management of the education authority. Under the Local Government (Scotland) Act 1929 the administration of education was entrusted to Education Authorities, who were the Town Councils of the four cities (Aberdeen, Dundee, Edinburgh and Glasgow) and the County Councils in other areas.

The Education (Scotland) Act 1945 applied to Scotland Government's policies for the development of education in Great Britain as well as making changes which affected Scotland only. The school-leaving age was to be raised to 15 (this occurred from 1 April 1947) and subsequently 16 (in 1972/73 at the same time as in England and Wales).

The Education (Scotland) Act 1946 consolidated all previous enactments from 1872-1945. As in England and Wales, the majority of children of secondary school age in Scotland to-day attend co-educational comprehensive schools, provided free of charge by local authorities.

2.1.4 Northern Ireland

Northern Ireland became a self-governing unit of the United Kingdom in 1921. The Education Act (Northern Ireland) 1923 brought education in Northern Ireland into a single system. Each county and county borough was constituted the responsible education authority for its area, and was required to exercise most of its functions through one or more education committees.

The Education Act of 1938 raised the school-leaving age to 15, subject to exemption for children of 14 on grounds of beneficial employment. As in the rest of the United Kindom, the second world war postponed implementation of this Act.

The Education Act (Northern Ireland) 1947 laid down the organisation of the statutory system of education in three stages (primary, secondary and further). Statutory provision was made for secondary intermediate schools (comparable to English secondary modern schools) to make possible secondary education for all.

The Education and Libraries (Northern Ireland) Order 1972 made new provision for education to accompany the reorganisation of local government which took place in October 1973. In place of 8 local education authorities and various local library authorities there were established 5 area education and library boards to be responsible for the administration of the education, library and youth services.

2.2 VOCATIONAL TRAINING

Formal vocational training in the United Kingdom can be traced back to the Middle Ages and earlier. In 1563 the Statute of Artificers formalised the system of trade guild apprenticeships, and this Statute remained in being until 1814 by which time contemporary practice had changed considerably.

Towards the end of the eighteenth century, Mechanics' Institutes were established, first in Scotland and then throughout the United Kingdom. Originally, they were intended to provide tuition for working people in the basic skills of reading, writing and arithmetic, but as the availability of free elementary education improved they broadened their range of subjects. By the 1850s, about 700 institutes were in operation, many of them affiliated to

the Royal Society of Arts (founded in 1754 as the Society for the Encouragement of Arts, Manufactures and Commerce in Great Britain). In 1878, the City and Guilds of London Institute for the Advancement of Technical Education (CGLI) was founded by five City of London Livery Companies (trades guilds). The CGLI became the main technical examining body and the RSA concentrated on commercial, clerical and language examinations. The RSA and CGLI are still among the major examining bodies, although the Technician Education Council and Business Education Council (and their Scottish counterparts, SCOTEC and SCOTBEC) are now responsible for technician level examinations.

Under the Technical Instruction Act of 1889 local authorities were empowered to raise local finance to establish technical schools.

The first Government Training Centres were set up in 1925 to provide training and re-settlement programmes for ex-servicemen, the disabled and the unemployed. In the 1970s, the centres (now called Skillcentres) increased in number to provide training for those who wished to change jobs or to upgrade their existing skills. There are now about 100 Skillcentres offering 18,000 training places, and 12 centres with nearly 3000 places in Northern Ireland.

The 1944 Education Act gave local authorities statutory responsibility for providing further education. Particularly during the 1960s, the number of training places, both full-time and part-time, for school-leavers increased considerably.

The 1960s saw the first major Government intervention in training with the Industrial Training Act of 1964. The Act provided for the establishment of statutory industry training boards (ITBs) for industries which together employ approximately half the UK work force. The Northern Ireland ITBs, also set up after 1964, operate independently from those in the rest of the UK under the Department of Manpower Services. The aims of the Act were:

(a) to ensure an adequate supply of trained men and women at all levels of industry;

(b) to improve the quality and efficiency of training; and

(c) to spread the cost of training among all employers.

The ITBs were financed by a statutory levy from employers, which paid for the boards' administrative costs and funded grants to employers who provided training to approved standards. The Manpower Services Commission (MSC) was set up under the 1973 Employment and Training Act, and the Act attempted to simplify the levy system and influence the ITBs' activities by making the MSC responsible for ITB administrative costs.

The need for and cost-effectiveness of statutory training boards in each sector of industry in Great Britain has been questioned, and the Government has announced that 17 boards will be wound up by 1982/3. Responsibility for training in these sectors will pass to non-statutory industry bodies. The Northern Ireland ITBs are currently the subject of a review.

Since 1974 Government intervention in funding and organising training for the unemployed (particularly young people) has had an effect on employment and training patterns. Programmes designed to smooth the transition from school to work have been developed by schools, colleges and employers. Central funding of apprentice training has increased markedly under the Manpower Services Commission's Training for Skills Programme (TSPA). This funding has two main purposes: to maintain the level of training places during the recession, and to encourage the development of apprenticeship towards unrestricted entry and away from the principle of time-serving. Similar funding is arranged by the Department of Manpower Services in Northern Ireland.

III ORGANISATION AND FINANCE

3.1 Education (Administration and Funding)

The United Kingdom has a three-tier arrangement of educational administration: (1) central Government Departments have overall responsibility to the Government; (2) local (regional) authorities administer the service in their own geographical areas; (3) schools, colleges and other institutions with their individual management and teaching staff are responsible for the day-to-day operation.

3.1.1 Central Government

The Secretary of State for Education and Science is responsible for all aspects of education in England, and for the Government's relations with and support for universities throughout Great Britain. The Secretaries of State for Wales, Scotland and Northern Ireland have full responsibility in their respective countries for non-university education; they are consulted on (but do not carry formal responsibility for) education in universities.

Administration of publicly-provided schools and further education is decentralised. Responsibilities are divided between the central government departments (the Department of Education and Science, the Welsh Office, the Scottish Education Department, and the Department of Education for Northern Ireland), local education authorities (education and library boards in Northern Ireland), and various voluntary organisations. Reflecting the degree of autonomy and devolved powers in the national components of the United Kingdom, there are some differences in the way in which education is organised, administered and controlled in England, Wales, Scotland and Northern Ireland. There is variation in the type of educational establishments, in the names used to describe them, in pupils' ages for transition from one type of school to another, and in examination systems.

The main duties of the Education Departments are policy formation and broad allocation of finance for primary, secondary and further education. The Education Departments set down minimum national standards of education, but they do not establish curricula for schools, run schools or colleges or employ teachers, and they do not conduct examinations.

In maintaining national standards and co-ordinating provision of education, the central Government Departments in Great Britain are advised and assisted by Her Majesty's Inspectorate (HMI). All schools, whether state-financed or private, are open to inspection as are colleges maintained from public funds. The Inspectorate monitors the efficiency of educational establishments and also provides specialist advice to central and local government and to schools and colleges.

Advisory bodies, financed by the Education Departments, have been set up to undertake research and development work on the curriculum and in teaching methods. The advisory bodies include the Further Education Curriculum Review and Development Unit (for England and Wales), the Consultative Committee on the Curriculum and the Council for Tertiary Education (for Scotland) and the Northern Ireland Council for Educational Development.

3.1.2 Local Authorities

There are 122 local authorities whose responsibilities include education (105 in England and Wales, 12 in Scotland and 5 (education and library boards) in Northern Ireland). Education is one of their principal items of expenditure, but they are all (except the Inner London Education Authority) multi-purpose authorities which may supply a wide range of other local services such as roads, fire brigades, libraries etc. The authorities in Great Britain are financed by revenue from rates (a local property tax) and a rate support grant which is paid annually to local authorities by the Department of the Environment and the Scottish Office as the Government's contribution to the cost of local services. This grant now covers over 60% of local authority expenditure. In Northern Ireland the education and library boards are financed directly by the Department of Education for Northern Ireland.

The local authorities must ensure that state and private provision meets local educational needs adequately and efficiently. In addition to compulsory schooling for 5 to 16 year olds, the authority is responsible for pre-statutory provision (nursery education for the under-5's) and further education for those over 16 years of age. It is required by law to appoint an education committee of locally elected members of the authority and non-elected people with specialised knowledge or experience.

The local authority has responsibility for the provision, maintenance and day-to-day running of school and college buildings. Since 1945 an extensive school building programme has been carried out, together with extensions, alterations and remodelling of existing schools. Government grants are normally available to help with the costs of building.

Local authorities are responsible for the employment and payment of teachers and education advisers, the provision of educational equipment and materials, and also for the curricula taught in schools, although Head Teachers normally exercise that responsibility on their behalf.

Local education authorities have discretion to decide what meals, milk, or other refreshments to provide at their schools, and what charges to make for them. Provision of these services has to be made free of charge, however, for pupils from families receiving certain social security benefits. Under certain conditions the authorities must provide free school transport, and they have discretionary powers to assist financially in the provision of transport for pupils between their homes and school.

In Scotland the central institutions, which provide most vocational further education to degree level, and colleges of education which provide teacher training, are administered by independent governing bodies. Apart from three central institutions financed by the Department of Agriculture and Fisheries for Scotland, these institutions and the colleges of education are financed directly by the Scottish Education Department which also pays grants to students on advanced courses. In Northern Ireland the Ulster Polytechnic (an institution of higher education) is likewise administered by an independent board of governors and financed directly by the Department of Education for Northern Ireland. Colleges of education are controlled by the Department or by voluntary agencies.

3.1.3 Institutions

Schools

Schools supported from public funds are of two main kinds in England and Wales: county schools and voluntary schools. County schools are provided and maintained by local education authorities wholly out of public funds.

Voluntary schools, mostly established by religious bodies, are also wholly maintained from public funds but the governors of some types of voluntary school contribute to capital costs. Nearly a third of the 30,000 or so schools supported by public funds in England and Wales are voluntary schools, most of them Church of England or Roman Catholic. Each publicly-maintained school has a governing body, which includes governors appointed by the local education authority, but the individual Headmaster or Headmistress has wide-ranging powers of administration. The Education Act 1980 provides for the wider representation of parents and teachers on school governing bodies: it is intended that all schools should have at least two parent and two teacher governors normally elected by parents and teachers. In Scotland most of the schools supported from public funds are provided by education authorities and are known as public schools (in England the term "public school" is used for a type of independent school).

In Northern Ireland there are two main categories of school: voluntary schools, which are mainly under Roman Catholic management, receiving grants towards capital and running costs; and controlled schools owned and managed by the area education and library boards and having all their expenditure met from public funds. It is government policy to encourage integration between Protestant and Roman Catholic schools where there is a local desire for it.

Higher education and further education colleges (16+)

Most establishments for post-school education (polytechnics, institutions of higher education, colleges of further education, etc) are maintained or assisted from public funds, and a number of institutions have endowments or receive grants or gifts from foundations and benefactors. Where industrial training is provided by a college, the charges are the responsibility of the employer and broadly reflect the economic cost of provision.

Universities

Although the Government is responsible for financing well over 80 per cent of universities' expenditure, the universities are guaranteed as autonomous institutions by a special financial arrangement. A block grant is paid to the University Grants Committee which allocates funds to the universities, the

London Graduate School of Business Studies and the Manchester Business School. The Department of Education and Science finances directly the Open University, whose students pay subsidised fees, the Royal College of Art and the Cranfield Institute of Technology. The independent University College at Buckingham receives no assistance from public funds although its students can apply for mandatory grants. The Northern Ireland Department of Education makes grants directly to the universities.

3.1.4 Expenditure

About 80 per cent of education expenditure is incurred by local authorities, to which grants are made by central government, with the authorities planning their spending according to local needs and circumstances. Support for the universities and certain other higher education institutions, and grants to students, account for most of the direct expenditure by central government. Spending on education (some £11,880 million in 1980, 6.0 per cent of the gross domestic product) amounts to more than 11 per cent of all public expenditure, but a reduction is planned in the years 1983-84 taking account of the decline in the number of school children, with additional savings in state-provided facilities.

3.1.5 Grants to students

Many full-time students are helped by grants from public funds which are mandatory for most students taking first-degree and other comparable courses. (Grants for other courses may be given at the discretion of a local education authority). Grants cover tuition fees and maintenance, but if parents can afford to contribute this is taken into account. Grants are awarded by local education authorities in England and Wales up to first-degree level; in Scotland they are made by the Scottish Education Department; and in Northern Ireland by Education and Library Boards. For postgraduate study and research, grants are offered by the education departments and the research councils. In all, about 90 per cent of students on full-time and sandwich advanced courses receive help from public funds. Some scholarships are available from endowments and from particular industries or companies.

3.2 Vocational training (Administration and Funding)

Employers have primary responsibility for the provision and funding of training, and most vocational training is undertaken on employers' premises, either at the workplace or in a training unit. This training may be combined with or supplemented by courses run by further education colleges, polytechnics and universities or by specialist private organisations. Current legislation is designed to give financial inducement to employers to provide adequate training for their own staff and where applicable to provide approved training to meet the wider requirements of their industry. The Government bodies concerned are the Department of Employment, the Manpower Services Commission and, in Northern Ireland, the Department of Manpower Services.

3.2.1 The Manpower Services Commission (MSC)

The Manpower Services Commission (MSC) was set up in 1974 under the Employment and Training Act 1973 to run the public employment and training services in Great Britain. The Commission has a chairman and nine members appointed by the Secretary of State for Employment. The members represent employers (nominated by the Confederation of British Industry (CBI)), the trades unions (nominated by the Trades Union Congress (TUC)), and the education sector. The aims of the Commission, which has a budget of over £800m and a staff of 25,000, are to:-

a) contribute to efforts to raise employment and reduce unemployment;

b) assist manpower resources to be developed and contribute fully to economic well-being;

c) help secure for each worker the opportunities and services he or she needs in order to lead a satisfying working life;

d) improve the quality of decisions affecting manpower.

The Manpower Services Commission has three executive functions:

1) Employment Services, which provide a State-financed job-finding and recruitment service and give advice on employment matters generally, mainly through Jobcentres (employment offices) which number about 1000 throughout England, Wales and Scotland;

2) Training Services, which provide

   a) support, under the "Training for Skills" programme (TSPA) for industry's own training effort by sponsoring 20,000-25,000 first-year apprentices and other grants totalling £50m per year;

   b) direct training for approximately 60,000 unemployed people per year though the MSC's own Skillcentres (training centres) and at colleges of further education under the Training Opportunities Scheme (TOPS).

3) Special Programmes to provide training and work experience mainly for unemployed young people (440,000 opportunities will be available in 1982/83).

In Northern Ireland, corresponding responsibilities are undertaken by the Department of Manpower Services.

3.2.2 Industry Training Boards (ITB)

There are 24 statutory industry training bodies, each covering a group of related industries in England, Scotland and Wales, which together account for about 12 million employees (approximately half the workforce).

The boards are empowered to raise a levy from employers and use such funds to pay grants to those who provide training to approved standards. The levy maximum is 1% of the employer's payroll unless specific Parliamentary approval for a higher rate is obtained. Exemption from levy is given to those

establishments which meet their own training needs, according to criteria determined by the board, and small firms are excluded from levy. Grant schemes are used to encourage training in specific occupations and groups (eg managers, craftsmen, technicians) and to support training activities of key importance to the industry.

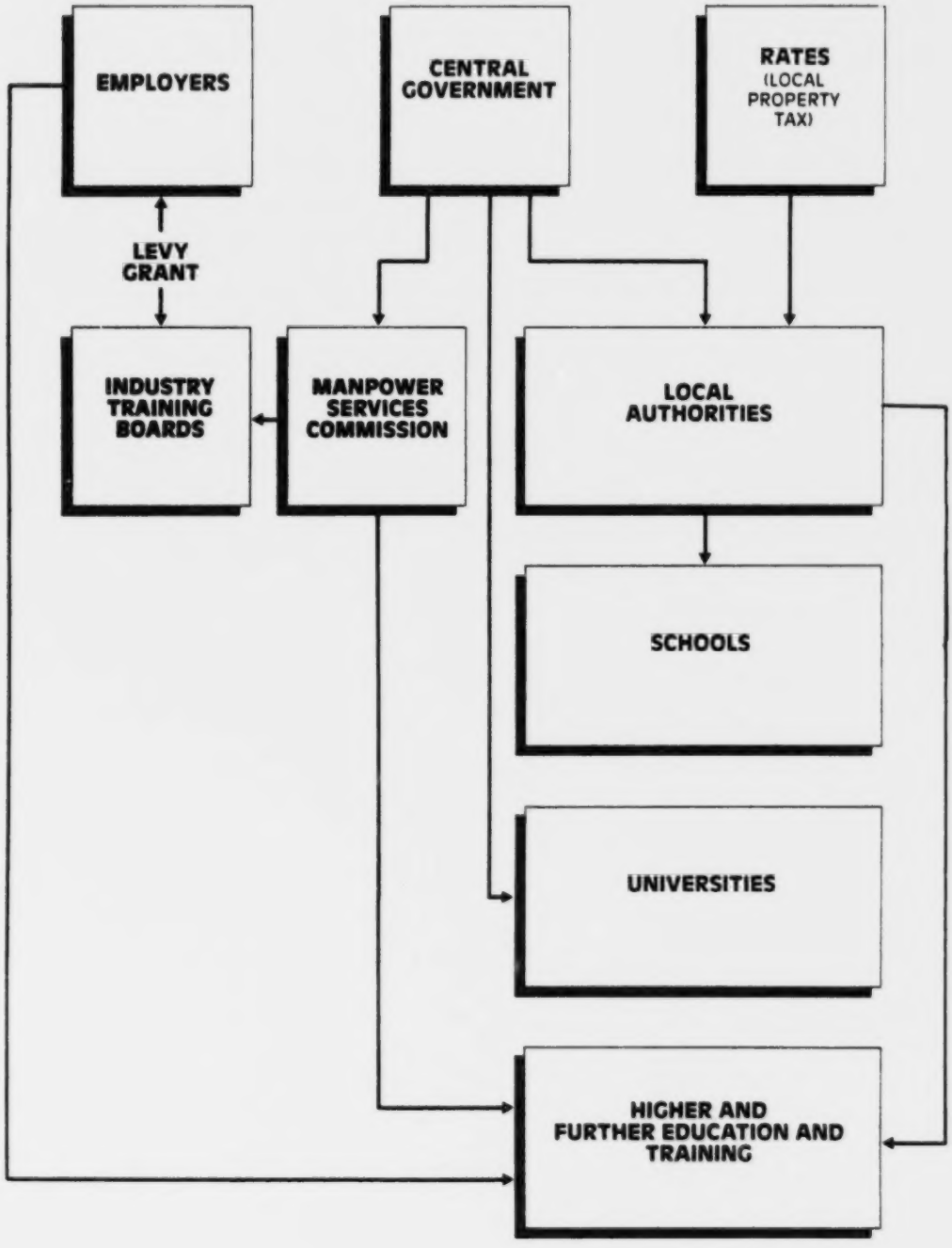
17 of the statutory training boards will be wound up and state funding (through the Manpower Services Commission) of the operating costs of boards will cease in 1982. The remaining boards, which cover industries employing 30 per cent of the workforce, will be financed by the industry concerned.

3.2.3 The non-ITB Sector

Links are also maintained between the Manpower Services Commission and bodies outside the industry-training-board sector. These include nationalised industries (for example, the National Coal Board and British Rail), public utilities (for example, the water supply industry), national and local government, and the commercial sector (for example, banking and the financial institutions). The Manpower Services Commission gives financial help where needed to encourage training in such industries.

The organisation of finance for education and training in the United Kingdom is shown in a simplified diagram at Figure II.

FIGURE II
Finance for education and training



IV EDUCATION AT SCHOOL

Compulsory schooling for children takes place between the ages of 5 and 16, although some provision is made for those under 5, and many pupils remain at school beyond the minimum leaving age. Post-school education (mainly at universities, polytechnics and colleges of further and higher education) is organised flexibly to provide a wide range of opportunities for academic and vocational education and continuing study throughout life. The diagram at Fig. III shows the main elements of publicly-maintained schools and of further and higher education.

4.1 Schools

It is the responsibility of parents to see that their children receive full-time education, at school or elsewhere, between the ages of 5 and 16.

Over 11 million children attend Britain's 38,500 schools. Most receive free education financed from public funds, but a small proportion (about 6 per cent) attend schools wholly independent of public financial support.

In England, Wales and Scotland parents have a statutory right to express a preference for a particular school for their children, and have open to them an effective channel of appeal at local level. Schools have to publish their public examination results and other basic information.

Boys and girls are taught together in most primary schools and in an increasing number of secondary schools. Over 88 per cent of pupils in maintained secondary schools in England and Wales and over 54 per cent in Northern Ireland attend mixed schools. In Scotland nearly all secondary schools are mixed. Most independent schools for younger children are co-educational; the majority providing secondary education are single-sex, although the number of mixed schools is growing.

4.1.1 Nursery and Primary Schools

Successive governments have expanded nursery education and in England over 50 per cent of four-year-olds and about 20 per cent of three-year-olds are

receiving education in nursery schools or classes or in infants' classes in primary schools.

Compulsory education begins at five years of age when children in England and Wales go to infant schools; at seven years they go on to junior schools. The usual age of transfer from primary to secondary schools is 11 in England, Wales and Northern Ireland but a number of local authorities in England have established "first" schools for pupils aged 5 to 8 or 10 and "middle" schools covering various age ranges between 9 and 14. In Scotland, the primary schools take children from 5 to 12, normally having infant classes for children under 7, although in a few areas there are separate infant schools.

4.1.2 Secondary Schools

The publicly-maintained system of education aims to give all children an education suited to their particular abilities. Over 85 per cent of the maintained secondary school population in England and Wales attend "comprehensive" schools which take pupils without reference to ability or aptitude and provide a wide range of secondary education for all or most of the children of a district. They can be organised in a number of ways including schools that take the full secondary school age-range from 11 to 18; middle schools whose pupils move on to senior comprehensive schools at 12,13 or 14, leaving at 16 or 18; and schools with an age-range of 11 or 12 to 16 combined with a sixth-form college or tertiary college for pupils over 16. Most other children receive secondary education in "grammar" and "secondary modern" schools to which they are allocated after selection procedures at the age of 11.

Scottish secondary education is almost completely "comprehensive" (in other words, almost all pupils are in schools with a non-selective intake). The majority of schools are six-year comprehensives. Because of local circumstances there are some comprehensive schools at which courses may be four years or less in length; pupils may transfer at the end of their second or fourth years to a six-year comprehensive school.

Northern Ireland secondary education is organised largely along selective lines according to children's abilities.

4.1.3 Independent Schools

Independent schools are outside the publicly-supported sector and charge fees for tuition. They must register with the appropriate government education department which can require them to remedy features in their premises, accommodation or instruction and to exclude anyone regarded as unsuitable to teach in or to be the proprietor of a school.

There are about 2,500 registered independent schools catering for pupils of all ages. The largest and most important are the public schools, which accept pupils at about 12 or 13 years of age usually on the basis of a fairly demanding examination. There are about 460 public schools in England and Wales, most of them single-sex (about half of them for girls) and either fully or partly residential. [NB Independent "public schools" should not be confused with the education authority "public schools" in Scotland]

Local education authorities in England, Scotland and Wales may assist with the payment of fees for children at independent schools. Under assisted-places schemes, children from low-income homes who could benefit from the education provided may receive a government grant to attend certain independent secondary schools.

A number of preparatory schools prepare children for entry to the public schools.

4.2 Special Educational Needs

There are separate special schools which cater for a wide variety of handicap. For a number of years, however, the general trend has been to provide special education in ordinary schools where this is in the educational interest of the child and the nature of his or her disability permits.

Recent legislation provides for a new system of special education for children with emotional or behavioural disorders and for those with significant learning difficulties, as well as physical or mental handicap. Local education authorities must ensure that children with special needs are

educated in ordinary schools provided that this is compatible with meeting their needs, with the provision of efficient education for the other children in the school, and with the best use of resources.

4.3 Teachers

Teachers in publicly-maintained schools are appointed by local education authorities or school governing bodies. There are more than 500,000 teachers in publicly-maintained and assisted schools in Britain. Teachers must hold qualifications approved by the appropriate education department.

4.4 The Curriculum

In England and Wales the curriculum in maintained schools is the responsibility of the local education authority, or, in the case of secondary schools, of the governors of the schools. In practice, responsibility is largely devolved upon head teachers and their staff who, in turn, must take into account the requirements of examination syllabuses which are set by external bodies. The Government has published guidance recommending a wider programme of work for primary and secondary school pupils, to ensure a balanced education and to widen educational opportunities as much as possible. It states that secondary school pupils up to the age of 16 should follow a broad curriculum including English, mathematics and science, religious and physical education, some study of the humanities and both practical and aesthetic activities. Most pupils should also study a modern language.

Her Majesty's Inspectors review and report on the content and value of the education provided in all schools, including independent schools, and advise local education authorities, schools and the Government. Local education authorities also employ inspectors or advisers. Curriculum materials and further guidance and encouragement for school-based research and development are available to teachers through the independent Schools Council for Curriculum and Examinations. The Schools Committee for Wales carries out similar activities. At some 500 teachers' centres in England and Wales teachers meet for curriculum development work, discussion and in-service training.

In Scotland also, responsibility for content and management of the school curriculum rests with individual education authorities and headteachers. A new structure of curriculum and assessment for the last two years of compulsory secondary education is being developed, to be implemented gradually from 1984. The function of Her Majesty's Inspectors is in general the same as in England and Wales; the content and balance of the curriculum is kept under continuous review by the Consultative Committee on the Curriculum. Northern Ireland has a Council for Educational Development which is responsible for developing the curriculum; the Inspectorate of the Department of Education helps and advises teachers and inspects and evaluates the work of all schools.

In Wales, the Welsh language is taught and is used as the medium of teaching in some schools. Provision is made, where appropriate, for the teaching of Gaelic in Scotland, and in Northern Ireland for the teaching of Irish.

4.5 Secondary School Examinations

The principal examinations taken by secondary school pupils in England and Wales at the age of 16 and over are those leading to the General Certificate of Education (GCE) at Ordinary ('O') level and to the Certificate of Secondary Education (CSE). Both are normally taken after five years of secondary education, and together are aimed at the top 60 per cent range of ability in each subject. The GCE Advanced ('A') level is normally taken after a further two years' study and is designed for those who wish to go on to university or college.

All GCE and CSE examinations are organised and monitored by external, independent bodies, quite separate from the pupil's school or college. The CSE is controlled by 14 regional examining boards, whose members include teachers; GCE examinations are conducted by 8 examining boards, a number of which are connected with a university. Entries for GCE examinations are also accepted from private candidates and those at further education establishments.

The highest grade in the CSE is widely accepted as being of the same standard as at least grade C at GCE 'O' level and these are the qualifying grades for entry to further education and training. The 'A' level examination is the standard for entrance to university and other higher education and to many

forms of professional training. Approximately 15-20 per cent of all 18 year-olds take 'A' level examinations. After much discussion the Government has accepted in principle that the present system should be simplified by replacing the 'O' level and CSE with a single system of examining at the age of 16 and over. The 'A' level examinations will remain.

In Scotland examinations are conducted by the Scottish Examination Board. School pupils in the fourth year of secondary education, which corresponds to the fifth year in England and Wales, sit an examination for the Ordinary grade of the Scottish Certificate of Education (SCE), equivalent to GCE Ordinary level. Pupils in the fifth or sixth year are presented for the SCE Higher grade, usually over a wide span of subjects. Passes at the Higher grade are the basis for entry to higher education or professional training. Those who have obtained their Higher passes and wish to continue their studies in particular subjects may take the Certificate of Sixth Year Studies.

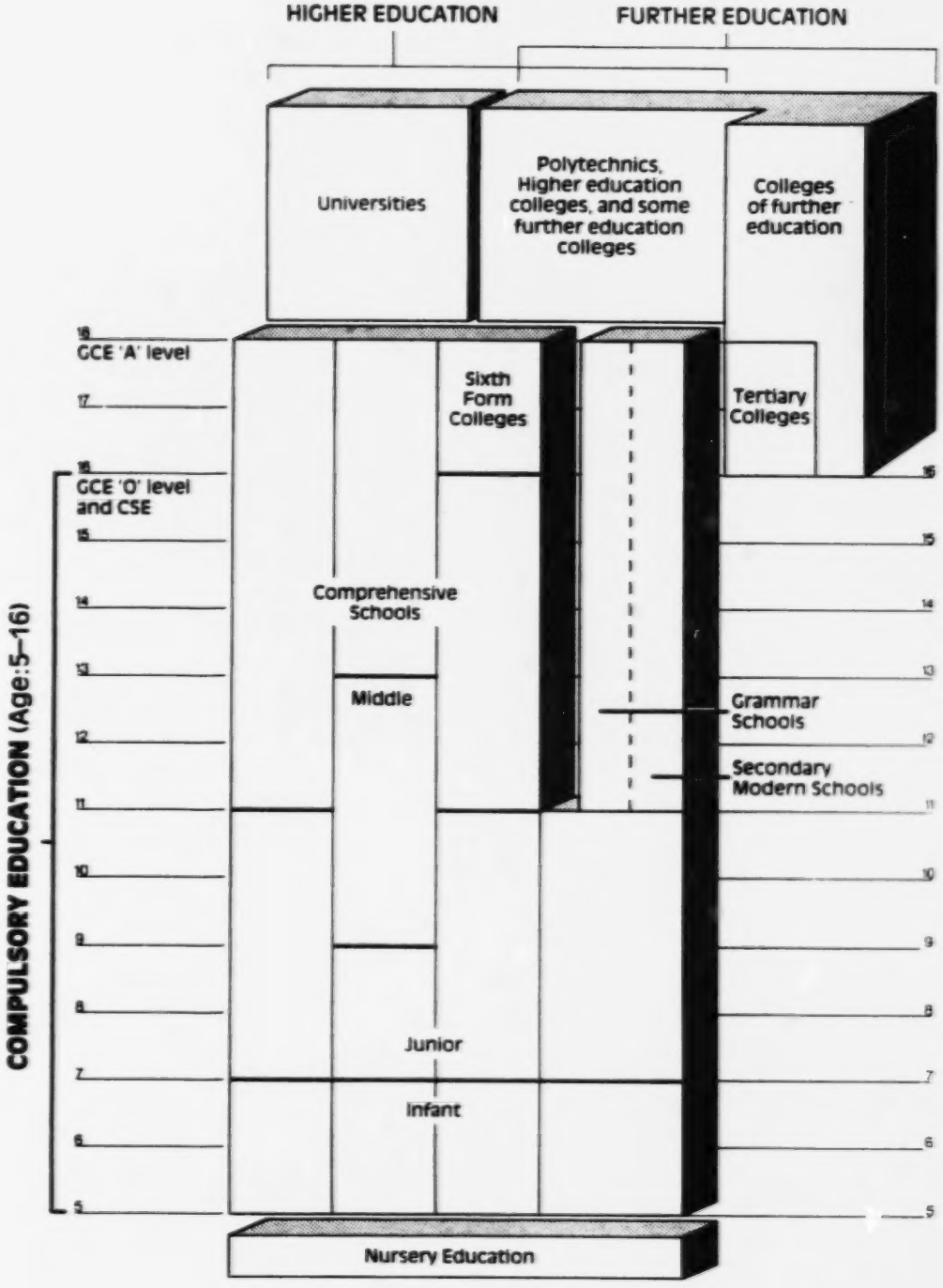
In Northern Ireland candidates may take the Northern Ireland General Certificate of Education or the Northern Ireland Certificate of Secondary Education, which are equivalent to those examinations in England and Wales.

4.6 Educational Research

Research into the theory and practice of education and the organisation of educational services is supported financially by central and local government, philanthropic organisations, universities and teachers' associations; research is also sponsored at further education institutions and by a number of independent organisations. The Education Departments of Government initiate and fund a wide variety of research projects.

The major educational research institute outside the universities is the autonomous National Foundation for Educational Research in England and Wales, with income mainly from funds received from research projects and from corporate members, including local education authorities, teachers' organisations and universities. It also receives an annual government grant. In addition, there are the Scottish Council for Research in Education, the Northern Ireland Council for Educational Research, and the Social Science Research Council.

FIGURE III
Diagram of
publicly-maintained education



V EDUCATION AND TRAINING AFTER COMPULSORY SCHOOLING (16+)

This section discusses first the variety of options available to people over the age of 16 years when they have completed compulsory schooling. There follows a description of the different institutions of higher and further education, the vocational courses at all levels that are offered, and some information about the independent examining bodies and the qualifications they award.

5.1 OPTIONS

At 16 young people have several options. They can stay on at school to obtain the necessary qualifications for entry to higher education or to improve their existing examination qualifications and extend their general education. A second option is to leave school but to continue full-time education in a further education college, seeking either general or vocational qualifications. (In some areas sixth form colleges provide courses normally available in school sixth forms; in others, 'tertiary colleges' provide these types of courses plus a range of courses of further education.) Another option is to leave school and to take up employment where part-time further education courses may be available.

A simplified diagram showing some of the options available after compulsory schooling appears at Figure IV. The diagram illustrates some common routes taken by students after the age of 16, together with the links (shown by dotted lines) that are available for progression to courses at a higher level. To take an example, students who leave school at 16, if they later obtain relevant educational and/or technical qualifications by full-time or part-time study, will be eligible to enter a technical-level course, or university, or professional training, for which the usual route would be to remain in full-time education, at school, until the age of 18.

Education and training for those who have left school is organised with flexibility. Post-school education, available to everyone above school-leaving age, is provided at all levels and may be part-time or full-time, vocational or non-vocational. Further education is a broad term usually taken to refer to all post-school education below university level. Higher

education (post-graduate, first degree and similar levels) is provided at universities and on advanced courses at polytechnics and other establishments of higher and further education.

There is no compulsory period of military service for young people in the United Kingdom.

The last two decades have seen rapid expansion in higher education. About 7 per cent of 18-year-olds enter courses of higher education. About 519,000 full-time and sandwich courses students and over 263,000 part-time students follow courses at institutions offering advanced courses.

In the academic year 1979-80, 42 per cent of the 16-19 age group in England and Wales were engaged in full-time or part-time education.

Some 852,000 students take full-time and sandwich courses (courses where substantial periods of full-time study alternate with periods of supervised experience on a relevant job) at universities and establishments of further education. Of these about 296,000 are at universities while another 224,000 follow advanced courses (degree level) outside universities, at colleges of further and higher education, polytechnics and Scottish central institutions. More than 332,000 take non-advanced courses (below university level), most of them studying for recognised vocational or educational qualifications.

In addition, there are over 3.6 million part-time students, over 640,000 of whom are released by their employers for further education during working hours. Many of the remainder take part in adult education classes.

5.2 INSTITUTIONS

The principal institutions of post-school education are the 46 universities, the 30 polytechnics in England and Wales and the 14 Scottish central institutions, the Ulster Polytechnic in Northern Ireland, and some 800 other colleges which are maintained or assisted from public funds.

In addition, there are many independent specialist establishments, such as secretarial and correspondence colleges and colleges teaching English as a foreign language. A number of voluntary and private bodies provide cultural

and general education, sometimes with assistance from local education authorities, and a larger number of other education and training schemes are run by public or private organisations.

5.2.1 Universities

There are 46 universities or institutions with university status compared with 17 in 1945. The universities of Oxford and Cambridge date from the twelfth and thirteenth centuries, and the universities of St Andrews, Glasgow, Aberdeen and Edinburgh from the fifteenth and sixteenth centuries. All the other universities were founded in the nineteenth or twentieth centuries.

Admission to universities is by examination or by selection. In 1979-80 there were about 293,000 full-time university students in Britain, including over 47,500 postgraduates. There were about 33,300 full-time university teachers paid wholly from university funds.

Universities have complete discretion in the degrees they award. To enter university a student must be at least 18 years old and normally have at least 2 advanced level GCE (General Certificate of Education) or equivalent passes in different subjects. (In Scotland the minimum is 3 H-Grade passes in the Scottish Certificate of Education.) In practice, universities often specify 3 advanced level GCE passes and particular grades of pass - some, notably Oxford and Cambridge Universities, also set their own entrance examinations. No formal educational qualifications are necessary for admission to first degree courses of the Open University. Except at the Open University, first-degree courses are mainly full-time and three or four years in length, though medical and veterinary courses usually require five or six years.

Degree titles vary according to the practice of each university: in England and Wales the most common titles for a first degree are Bachelor of Arts (BA) or Bachelor of Science (BSc) and for a second degree Master of Arts (MA), Master of Science (MSc) or Doctor of Philosophy (PhD). Uniformity of standards between universities is promoted by the practice of employing outside examiners for all university examinations, and the general pattern of teaching (a combination of lectures, small group seminars or tutorials with practical classes where necessary) is fairly similar throughout Britain.

The Open University is a non-residential university which provides part-time degrees and other courses, using a combination of correspondence texts, summer schools, and television and radio broadcasts together with a network of tutorial centres. No formal academic qualifications are required to register for these courses, but the standards of its degrees are the same as those of other universities. The university's first degree, the BA (Open), is a general degree awarded on a system of credits for each course completed. About 5,500 people per year obtain degrees from the Open University. The first courses began in 1971, and in 1981 some 65,000 undergraduate and over 10,000 associate students were registered.

5.2.2 Polytechnics

In England and Wales a major contribution to higher education is made by the 30 polytechnics which provide courses on a wide range of subjects at all levels, though the trend is towards a concentration on advanced work. In Scotland similar provision is made in the 14 central institutions and a few further education colleges, though the tendency to specialise in particular subjects is greater than in the polytechnics. In Northern Ireland such higher education facilities are concentrated within the Ulster Polytechnic.

5.2.3 Institutes and Colleges of Higher Education

The institutes and colleges of higher education, formed as the result of the integration of teacher training with the rest of higher education, account for a significant proportion of higher education students, and other further education colleges run some, usually specialised, higher education courses. In Scotland, teacher training is not integrated with the rest of higher education.

5.2.4 Further education colleges

Further education covers all post-school education below university degree level. Institutions of further education include polytechnics, colleges of technology, technical colleges, colleges of further education and colleges of art, the majority of which are maintained by local authorities. A typical college of further education, for example, will offer full-time, part-time and evening courses; the courses may lead to General Certificate of Education

examinations (also available at schools, sixth-form colleges and tertiary colleges) or to vocational qualifications at technician, craft and operative level in a wide range of subjects.

The Further Education Curriculum Review and Development Unit (FEU) is an advisory body for further education. It was established in 1977 by the Secretary of State for Education and Science to make possible a more co-ordinated and cohesive approach to curriculum development in further education by:

i) reviewing the range of existing curricula and identifying overlap, duplication and deficiencies;

ii) determining priorities for action to improve the total provision and suggesting ways in which improvement can be effected;

iii) carrying out specific studies, helping with curricular experiments, and contributing to the evaluation of objectives;

iv) disseminating information about the process of curriculum development in further education.

5.3 VOCATIONAL COURSES

The British education system offers facilities for obtaining all types of vocational education and training, to both school leavers and adults, and provides alternative routes to higher qualifications for those who were unable to continue full-time education after leaving school. Full-time or part-time vocational courses leading to nationally-recognised qualifications are available in further education colleges, polytechnics and other establishments of further education. Part-time courses may be one day a week, full-time for short periods, or evening only. "Sandwich" courses offer facilities for periods of full-time study alternating with periods of full-time practical experience and training in industry.

5.3.1 Advanced courses

In 1979-80 about 394,000 students, including part-time students, were taking advanced courses (degree level) other than in universities in a wide variety of subjects, including agriculture, architecture, art and design, catering, engineering, natural sciences, social work, business and management studies and teacher training. An increasing proportion of the students were taking courses leading to the awards of the Council for National Academic Awards (CNAA). The Council awards degrees and other academic qualifications, comparable in standard with those granted by universities. The courses range from science and technology to the arts, social studies, business studies and law, but the proportion of technological, business or other broadly vocational courses is much higher than in universities.

A large proportion of management education is provided by polytechnics and many of the colleges of further education throughout Britain; 12 regional centres of management education have been established in England and Wales through the association of polytechnics and colleges with expertise in management studies. Universities also make an important contribution, especially the full-time postgraduate programmes at the business schools of London and Manchester Universities. Training courses for higher management are offered by several colleges, and many firms provide general management courses for senior executives or systems of informal training. Much advanced training is related to the specialised examination requirements of various professional bodies, and courses are provided in many colleges, although some candidates seeking professional qualifications do so through correspondence courses.

In England and Wales all new entrants to teaching generally have taken a recognised course of teacher training. Courses are offered by most universities and by a number of polytechnics and other institutions of higher education. Non-graduates usually qualify by way of a three- or four-year course leading to the Bachelor of Education degree; graduates take a one-year postgraduate Certificate of Education.

In Scotland all teachers in education authority schools must be registered with the General Teaching Council for Scotland and all teachers of academic subjects in secondary schools must be graduates. College of education courses

lead to the award of a Teaching Qualification (Primary Education or Secondary Education). Graduates and holders of specialist diplomas take a one-year course; courses in practical and aesthetic subjects for non-graduates extend to two, three or four years. Most Scottish colleges of education also offer four-year courses leading to the degree of Bachelor of Education.

In Northern Ireland teacher training takes place in the two university education departments, three colleges of education, the Ulster Polytechnic and one technical college. The principal courses are the certificate (three years of study) and the Bachelor of Education (four years) but there are also one-year courses for graduates or holders of other appropriate qualifications.

Increased importance is being given to the continued professional training of practising teachers, and local authorities, universities and colleges provide a variety of in-service courses.

5.3.2 Apprenticeship

The majority of young people using day-release facilities at further education colleges are apprentices - 16 and 17 year-old school-leavers in their first employment. Apprenticeship remains the traditional means of preparation for skilled craftsmen, particularly in engineering, construction and road transport. The formal training period may range from 3 to 7 years, but most apprenticeship schemes are about 4 years. Generally they are administered nationally by joint bodies established by collective agreement between employers' associations and trades unions.

The content of craft courses usually falls under such headings as craft theory, practical activities, associated subjects such as drawing and applied mathematics, industrial studies and general studies. This element is normally tested by examinations devised and set by the City and Guilds of London Institute (CGLI) or by Regional Examining Bodies which are now establishing national links with the CGLI.

Craft apprentices receive payment at a rate which represents an agreed proportion of the wage of a skilled craftsman. In the construction industry, for example, apprentice rates are as follows:

	Apprentice payment rate as percentage of craft guaranteed minimum earnings
1st year	43%
2nd year	70%
3rd year	90%

In addition to craft apprenticeships there are also:

a. technician apprenticeships aimed at providing a higher level of scientific and technical training than that required of craftsmen, but less than that of an engineer or scientist;

b. student apprenticeships which couple industrial training with higher education courses;

c. graduate apprenticeships which have the aim of enabling trainees with graduate-level educational qualifications to become competent in their particular field and to qualify for membership of the appropriate professional institution.

As an institution, apprenticeship has declined over several centuries both in importance and in the extent to which it is nationally co-ordinated. There are now approximately 80 industry apprenticeship schemes, all independent of each other, normally laying down the length of training, age of entry or completion, conditions for educational study, form of written agreement, and sometimes central registration. Many of these schemes cover very small numbers of apprentices.

In other key areas, skills are gained now through training programmes which are not given the title of apprenticeship. Training in new and developing technology, for instance, is based on the achievement of required performance standards (often through a series of training modules which give greater flexibility) and does not stipulate a fixed length of training or restricted age at entry.

Approximately 90,000 young people entered apprenticeship in 1980. Due to the recession and to other factors, this represented a sharp fall of 10 per cent on the previous year. In Great Britain financial support for apprentice-training comes from industry training boards and, under the "Training for Skills" Programme, from the Manpower Services Commission. The Programme has the following aims:

> to alleviate serious skill imbalances (qualitative and quantitative);
>
> to ensure that opportunities for young people to enter occupations for which a lengthy period of training is required do not fall below the level required by long-term economic need;
>
> to secure reforms in patterns of industrial training to meet the needs of industry and individuals.

To qualify for support under the Training for Skills Programme, training schemes must meet the criteria laid down by the Manpower Services Commission. In 1980/81, 25,000 training places were funded by the MSC. In addition, the Commission gave financial support to a number of industry training boards and non-ITB bodies for training in areas where skill shortages are common to several industries - for example, microelectronics, skilled computing occupations, instrument maintenance and other engineering craft and technician skills. In Northern Ireland, corresponding measures are the responsibility of the Department of Manpower Services.

5.3.3 Pre-employment courses for 16-19 year olds

The number of general pre-employment courses for young people of modest ability and without specific vocational goals has increased in recent years. Some courses are available on a national basis, others only regionally or locally. Their development has occurred in parallel with moves towards new types of school examinations with pilot schemes for a Certificate of Extended Education. They are usually designed for one year's full-time study between reaching school-leaving age and starting work. Some, like Business Education Council General courses, may also be taken on a part-time basis and are available, therefore, for those who wish to have a job at the same time. The

courses have been designed to be terminal qualifications in their own right, to serve as entry qualifications for particular employment or to lead on to specific vocational courses.

These pre-employment courses aim to provide a broad education, improve communication and numerical skills, and they are related to a general area of employment but not to any specific occupation. Many courses aim to provide the basis for an informed choice of career and to assist students' personal development. The pilot Certificate of Extended Education, on the other hand, offers certificates in single subjects taken in whatever number or combination is thought fit for the individual, and it is not vocationally oriented.

The City and Guilds Foundation Courses are now well-established nationally as general pre-vocational courses. They are not related to any particular age group and may be taken either in further education colleges or in schools before or after 16 years of age. BEC General courses seek to provide second-chance opportunities for people who have achieved little at school. They are a hybrid: both general pre-vocation and the first rung of an integrated pattern of business education courses. More recently introduced are the Royal Society of Arts courses in Vocational Preparation (Clerical and Basic Clerical Procedures). There are also the single-subject examinations of the RSA and the London Chamber of Commerce, and Level 1 units of the Technical Education Council's programmes. All these offerings may be taken at school but most often (and always for TEC units) they are linked with further education colleges. In addition, there are many college-devised courses which are only available locally.

The Scottish Business Education Council and the Scottish Technical Education Council jointly have developed a new one-year full-time certificate, the Scottish Certificate in Vocational Studies. It is intended for school leavers who are undecided about their choice of occupation and covers both technical and business studies.

5.3.4 Vocational Preparation for young employees (Unified Vocational Preparation)

This programme of schemes of vocational preparation is designed specifically for those people in the 16-18 age group who leave school and enter jobs where

they receive little systematic further education or training. Central to the concept of unified vocational preparation is the conviction that young people should be given a better start in working life. The aim of the programme is to assist young people:

- to assess their potential and think realistically about jobs and careers;

- to develop the basic skills which will be needed in adult life generally;

- to understand their society and how it works;

- to strengthen the foundation of skill and knowledge on which further training and education can be built.

The programme of pilot schemes began in Great Britain in 1976, financed jointly by the Manpower Services Commission and the Education Departments. Schemes are organised normally by colleges of further education or industry training boards; they cover a wide variety of occupations and are focussed on the working situation. A typical scheme takes place over a period of six months and combines tuition in college (one day per week) with training at work provided by the employer. While attending the schemes the young people continue to receive their normal wages, and their employers are paid a small daily allowance. The Government also pays the costs incurred by the colleges or other scheme organisers.

Vocational preparation programmes for 12,000 employed young people are planned for 1982/3.

5.3.5 Training by Employers

The primary responsibility for training people in employment rests with employers. Their activities cover a wide range, from elementary induction for new entrants to specialist training at management level for mature and experienced employees. Training may be provided 'on the job' by experience in the plant or office, or 'off the job', in the firm's training centre or elsewhere. Apprenticeship training is governed by formal agreements between

management and unions and in many occupations training standards are set by the appropriate industry training board. Apprentices normally receive formal and theoretical training in a college of further education, but practical skill training is provided by the employer.

Larger firms have their own training centres, which often maintain a standard of training at least equal to, and sometimes more sophisticated and imaginative than training provided by the formal education system. A typical centre would offer training for managers, supervisors, sales and production staff, technicians, craftsmen and operatives in factory and office. Such a centre would include in its staff professional trainers with specialised knowledge of behavioural techniques and training methodology.

A smaller firm often has a separate training centre, concentrating usually on the main skills required by its workforce. For training where only a small number of staff, or perhaps only one individual, is involved, the firm may use an outside training organisation. State-funded colleges, who charge fees to employers, may be used for longer, formal courses, but for specialised, intensive training (for example, a short course of technical or financial updating for managers) the employer can choose from a number of private training providers.

The very small firm may mark off part of its workshop or office as a training area where trainees are instructed away from normal production pressures until they reach experienced worker standard. Often training takes place outside the firm, or, more frequently, the trainee learns from an experienced worker in the firm. In some industries, smaller firms join together to set up group training schemes and so gain access to the expertise of specialist trainers.

The activities of in-company training establishments and private training organisations are not recorded statistically. Although no precise information exists on the number of trainees, it has been estimated that some 1.5 million people may be receiving some form of training from their employers at any one time.

The 1964 Industrial Training Act aimed to strengthen and increase employers' training effort through the establishment of industry training boards (ITB). 24 boards were set up, covering the following industries:

air transport and travel; carpet; ceramics, glass and mineral products; chemical; clothing; construction; cotton and textiles; distribution; engineering; food, drink and tobacco; footwear, leather and fur skin; foundry; furniture and timber; hotel and catering; iron and steel; knitting, lace and net; man-made fibres; paper; petroleum; printing and publishing; road transport; rubber and plastics; shipbuilding; wool, jute and flax.

A board represents employers, trades unions and educationalists in the industry concerned. The duties of the ITBs are:

i) to ensure that sufficient training is provided for their industries;

ii) to make recommendations about the length, nature, standard and content of training for different ocupations;

iii) in order to spread the cost of training among employers, to impose a levy (usually 1 per cent of the employer's payroll) and make grants to employers whose training meets approved standards.

Each board employs its own staff of advisers and administrators, whose duties include consultancy, research, inspection, statistical analysis, committee attendance, maintenance of the board's employer register, and administration of the levy/grant system.

In general, employers welcomed the advisory services and training development offered by the ITBs, but there was resentment and growing criticism of the record-keeping and administrative paperwork demanded of employers by the boards' operation of the levy and grant system, and the high cost of achieving improvements in training. The Training Act was reviewed and in 1981 the Government decided to abolish 17 of the industry training boards in England, Scotland and Wales because it believed that better results could be obtained by voluntary bodies at lower cost and with less bureaucracy. The remaining 7 boards (clothing, construction, engineering, hotel and catering, road transport, rubber and plastics, and petroleum) cover industries employing 30 per cent of the workforce.

The Northern Ireland boards (currently under review) cover the following industries: catering, clothing and footwear, construction, distribution, engineering, food and drink, man-made fibres, road transport, textiles. The boards have a common secretariat, called the Northern Ireland Training Executive, which provides all administrative services.

5.4 EXAMINING BODIES

Individual colleges may award college-based certificates to students on successful completion of a course of study, but many courses lead to nationally-recognised qualifications awarded by independent examining bodies (for example, the Council for National Academic Awards (CNAA), the Technician Education Council (TEC), the Business Education Council (BEC) (and Scottish equivalents), the City and Guilds of London Institute (CGLI), and the Royal Society of Arts (RSA)). These bodies are not teaching establishments. Their syllabuses and examinations are devised by specialist committees of representatives of the industries concerned - employers and employees - technical teachers and government assessors.

At technician level, the Technician Education Council (TEC) is developing a national system of courses leading to awards at two levels:

i) certificate and diploma; and

ii) higher certificate and higher diploma.

At both levels, courses require two years of full-time study, or three years' part-time. All TEC programmes are modular, made up of units which are separately assessed, and units are graded by difficulty, on a scale from I to V. To qualify for a TEC certificate, for example, a student must complete at least 12 units, including at least two at level III; for a TEC Higher Diploma, a minimum of 16 units is required, including at least 12 at levels IV or V. Exemption from individual units may be granted to those who have relevant GCE Ordinary or Advanced Level passes. TEC programmes are broadly-based around groupings of related areas of study in the following sectors:

Engineering: General engineering; electronics and communications; electrical; plant process and control; mechanical and production; foundry, fabrication and metallurgy; maritime studies; road transport and aerospace.

Construction: general construction; architecture, building and quantity surveying; building engineering services; civil and structural engineering; cartography, planning and land use; extractive industries.

Science: general science; life sciences; agriculture and horticulture; hotel, food, catering and institutional management; applied chemistry and physics.

A separate section, DATEC, handles programmes in art and design (visual and graphic communication, textiles, clothing and furnishing).

The Business Education Council (BEC) offers a system of national qualifications in business studies and public administration at three levels (general, national, and higher national) with a certificate and a diploma at each level. At general level, which approximates to craft level, students take three "core" modules (people and communication, business calculations, and, for example, the world of work) with one additional module for a Certificate, or five for a Diploma. The lengths of courses are one year (part-time) for BEC General Certificate, and two years (part-time) or one year (full-time) for BEC General Diploma.

At BEC national level, students complete seven modules for a Certificate and eleven for a Diploma in one of the following areas: general business, finance, distribution, public sector. At BEC national and higher national levels, courses are 2 or 3 years in length, according to the method of study (full-time or part-time).

The highest awards of TEC and BEC approach pass degree standard. The Scottish equivalents of the councils are the Scottish Technical Education Council and the Scottish Business Education Council (SCOTEC and SCOTBEC).

The City and Guilds of London Institute (CGLI) offers qualifications in a wide range of craft and vocational subjects. Many further education colleges also offer courses in secretarial skills, bookkeeping, and office studies, leading to qualifications awarded by independent national examining bodies, such as the Royal Society of Arts (RSA) and the London Chamber of Commerce (LCC).

5.5 ADULT EDUCATION

'Adult education' is a broad term, ranging from the development of the special skills required by rapid change in industry and technology to 'self-fulfilment' through a very wide range of courses. An important element is remedial, allowing people to make up for opportunities missed at school; the adult literacy campaign and programmes to help members of minority ethnic groups are particular examples. Courses are provided by local education authorities, residential colleges, extra-mural departments of universities, the Open University and various other bodies including a number of voluntary organisations.

A major part of adult education is financed by local education authorities and provided mainly in their establishments, including schools used for adult evening classes and in some cases in 'community schools' which provide educational, social and cultural opportunities for the wider community. Most courses are part-time. In addition local authorities maintain or aid most of the short-term residential colleges or centres which provide courses lasting between a weekend and a fortnight.

Long-term residential colleges, grant-aided by central government departments, provide full-time courses of one or two years. They aim to provide a liberal education without academic entry tests. Most students admitted are entitled to full maintenance grants.

University extra-mural departments and the Workers' Educational Association (WEA), the largest recognised voluntary body, provide extended part-time courses of more academic studies, as well as short courses organised for special (including vocational) interests.

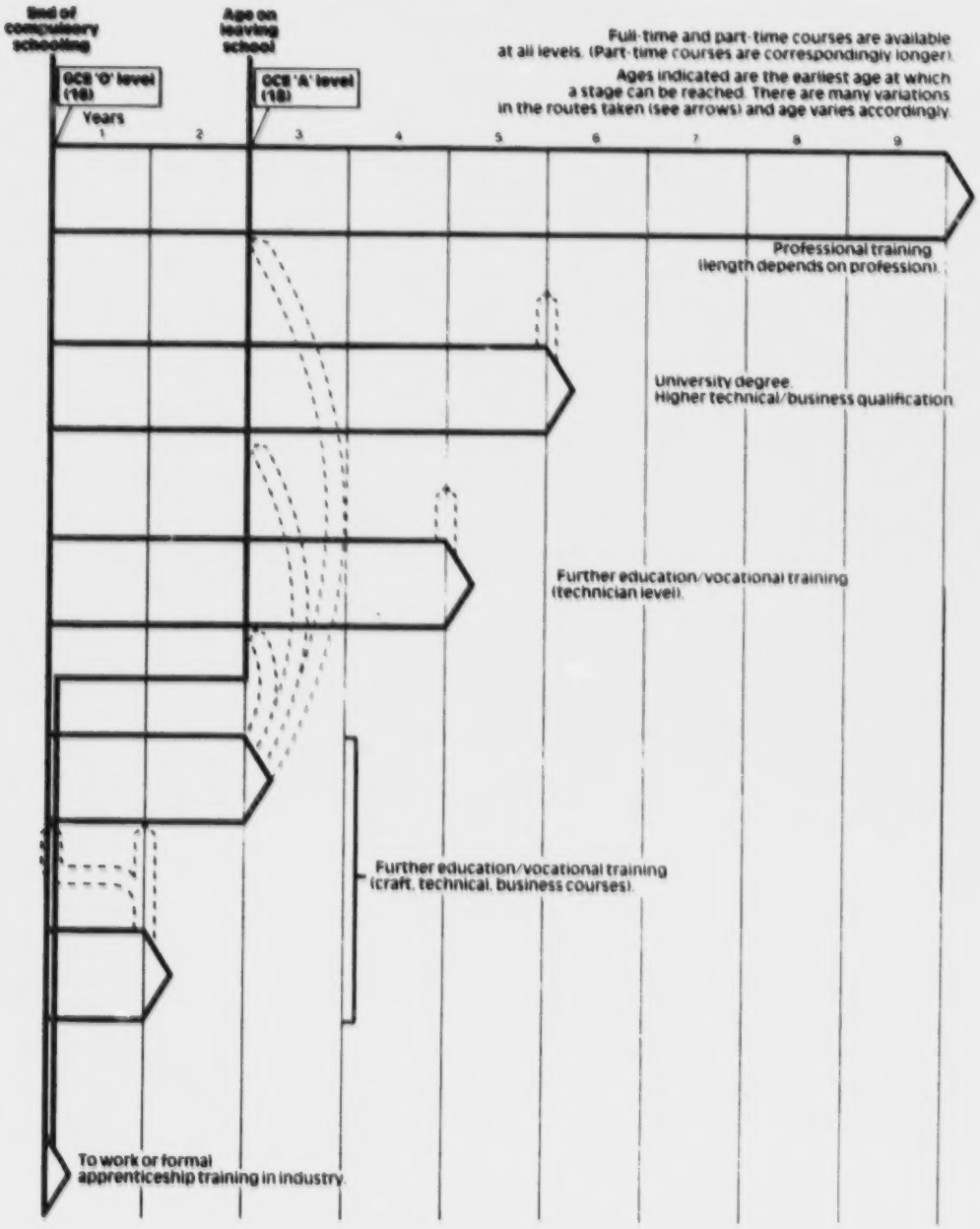
Numerous other organisations, national and local, provide many kinds of education and training. Several, such as the National Federation of Women's Institutes, the National Union of Townswomen's Guilds and the National Council of Young Men's Christian Associations, receive some government assistance; others are commercially or privately financed.

The National Institute of Adult Education is a centre of information, research and publication for adult education, as well as a channel of co-operation and consultation for the many interested organisations in England and Wales. Mainly financed by local education authorities and a government grant, the Institute administers the government-funded Adult Literacy and Basic Skills Unit which covers proficiency in areas such as numeracy and communication, as well as literacy. The Institute's counterpart in Scotland is the Scottish Institute of Adult Education, and in Northern Ireland the Council for Continuing Education.

5.6 Educational Broadcasting

Radio and television programmes, both specifically educational and general, are important media for continuing education and for schools and are often linked to a range of supplementary publications, courses and activities. BBC radio study programmes are transmitted on weekday evenings and on Sunday afternoons. Educational television programmes are shown on Saturday and Sunday mornings, during the day on weekdays with some early and late evening transmissions. Both the BBC and independent television provide programmes which range from basic education and progressive vocational training to domestic, social and craft skills. The BBC also works with the Open University, producing and broadcasting the University's radio and television programmes.

FIGURE IV
Further education/training after school-leaving age (16 years)


End of compulsory schooling
Age on leaving school
GCE 'O' level (16)
GCE 'A' level (18)
Years
1
2
3
4
5
6
7
8
9
Full-time and part-time courses are available at all levels. (Part-time courses are correspondingly longer).
Ages indicated are the earliest age at which a stage can be reached. There are many variations in the routes taken (see arrows) and age varies accordingly.
Professional training (length depends on profession).
University degree.
Higher technical/business qualification.
Further education/vocational training (technician level).
Further education/vocational training (craft, technical, business courses).
To work or formal apprenticeship training in industry.

VI TRAINING FOR SPECIAL GROUPS

6.1 Unemployed adults

The Training Opportunities Scheme (TOPS) is organised and financed by the Manpower Services Commission to provide training and re-training opportunities for people who are unemployed, or who wish to change their occupation or to return to work after a period of absence from the labour market. Courses are normally full-time and up to one year in length, and trainees receive an allowance while in training. In Northern Ireland, an equivalent scheme is operated by the Department of Manpower Services.

16,000 training places are available in the Manpower Services Commission's own skillcentres, which provide accelerated training in a wide variety of manual crafts. The training is intensive with emphasis on practical work backed up by theory, and syllabuses are drawn up in consultation with the industries concerned. The aim is to provide basic skills for entry to a trade. Most courses last six months, some are longer, but none exceed 12 months. Continued training with an employer for specified periods is a requirement in some trades, particularly construction.

TOPS also supports a wide range of training in colleges of further education, and other public and private colleges. Training is provided for clerical and commercial, management, technician, and other skills.

In addition, training may be arranged in employers' premises. Courses are run under the supervision of the Manpower Services Commission in a range of semi-skilled occupations, mainly in the engineering, construction, motor vehicle servicing and catering trades.

Special priority has been given to expanding and developing technician training particularly for computer operations. In addition, electronics engineering courses with a bias towards micro-electronics and micro-processor applications have been established in several centres. In all about 500 different courses are available in a wide range of occupations. Trainees are paid allowances which vary with domestic responsibilities and may receive

travelling expenses and a lodging allowance. Over 66,000 people completed TOPS courses in the year 1980/81 - 33,000 in colleges and 24,000 in Skillcentres.

6.2 Unemployed young people

The Manpower Services Commission, under its Youth Opportunities Programme (YOP) provides unemployed young people under the age of 19 with training and work experience. The aim is to improve their prospects of finding satisfactory permanent work.

YOP provision is flexible, offering a wide range of schemes and courses of varying length (up to 12 months) sponsored by private employers, public bodies and voluntary organisations. Locations include employers' premises, training workshops and colleges of further education.

Considerable emphasis is given to training as an integral part of the programme. 234,000 young people (about equal numbers of boys and girls) entered the Youth Opportunities Programme in 1980/81 and 440,000 opportunities will be offered in 1982/3. YOP concentrates on the less-well-qualified and over 50% of participants have no formal qualifications.

There are two main kinds of opportunities:

i) work experience schemes, planned to give practical experience in the working environment;

ii) work preparation courses, to help young people decide which job they are suited for, and to give them basic training in a range of skills.

Work experience schemes include induction, planned work experience, training or further education, and personal advice and support. Three types of scheme are offered:

Work experience on employer's premises. Young people, who must be additional to normal recruitment, work with the sponsor's work force and receive an allowance from the MSC. Schemes are sponsored mostly by private employers in establishments with less than 10 employees.

Training workshops make and sell products or provide services. The range of activities includes metalwork, woodwork, making textiles and clothes, farming and market-gardening, building and renovation, catering and glass-fibre work. Most of the existing workshops have been sponsored by local authorities.

Community projects give young people the oppportunity to help in activities that are of value to the community as a whole, while, at the same time, assisting in the development of the young people involved.

The three types of work preparation course are:

Employment induction courses. These courses last two or three weeks. They help young people to discover their interests and potential and how to apply them to a job;

Short training courses. These courses are designed to equip young people with specific groups of skills. They cover a wide range of occupations in engineering, construction, catering, clothing, distribution, vehicle servicing and office work. Courses last 13 weeks. They can be run by any industrial or commercial company, group training body, college of further education, or community group;

Remedial and preparatory courses. Some young people need basic instruction in numeracy and literacy before they can enter employment or other courses. The emphasis is on work skills, leading on to life, social and communication skills. Courses normally last for 13 weeks but individual young people can stay on longer. They can be run in any suitable training or further education establishment.

In Northern Ireland, the Department of Manpower Services operates a separate youth opportunities programme which includes a considerable amount of formal training.

6.3 The Disabled

The Manpower Services Commission and the Department of Manpower Services in Northern Ireland provide a comprehensive service for disabled people seeking

advice on careers and employment opportunities. The Disablement Resettlement Service makes recommendations for training and helps place disabled people in employment at the end of the course.

The majority of disabled people who enter training for jobs in the open employment market follow courses with able-bodied people under the Training Opportunities Scheme. Where a disabled person cannot take advantage of the mainstream training facilities under TOPS, the Manpower Services Commission sponsors training in a variety of skills at four residential training colleges for the disabled run by voluntary bodies.

A further specialist scheme set up for the disabled is one under which training is carried out on the premises of individual employers. Training to semi-skilled or skilled levels can be arranged if the employer is prepared to offer at least six months' wage-earning employment after the course.

A disabled person wishing to follow a professional course, including a university degree, can usually obtain an educational grant. If not, the MSC, through the Professional Training Scheme, can provide money for approved courses likely to lead to resettlement in work of a professional nature.

Other facilities for the disabled include the MSC's 27 employment rehabilitation centres designed to help people back to work after illness or injury. Courses (usually 6 to 8 weeks) are free and allowances are paid. For the severely handicapped, sheltered employment is provided. Employees in sheltered workshops and factories are engaged in a wide range of activities; they are paid normal wages and work normal hours.

The Job Introduction Scheme, introduced in 1977, aims to increase employment opportunities for unemployed disabled people by offering grants for a period of six weeks to employers who engage certain disabled people for a trial period of employment. A recent evaluation of the scheme showed that 75% of those placed were still in employment one month after completion of the trial period and that 61% were still in employment after 6 months.

6.4 Ethnic Minorities

Members of ethnic minorities have access to the full range of education and training in the UK. The period from 1972-1980 has seen a substantial increase in the number and proportion of people from ethnic minorities undergoing all forms of training, including TOPS courses.

An example of facilities provided for ethnic minorities is industrial language training, which was launched in 1974. The scheme aims to improve the language and communication skills of workers from overseas in ways relevant to their work and workplace; it also provides supervisors, trade unionists and others with skills and information relevant to effective communication across differences of language and culture. About 2,000 trainees per year currently receive the basic language training course. Since the scheme began 2,500 supervisors and others have received shorter awareness courses. Training is provided in 27 local units in all parts of the country. Since October 1978 the units have been funded entirely by the Manpower Services Commission, which also finances the National Centre for Industrial Language Training (NCILT). The NCILT gives the MSC professional advice in developing the service and provides back-up for the local units, including training of the lecturers who deliver the courses, provision of training materials and an information service.

For those whose deficiencies in basic English constitute a handicap when seeking work, training in English as a Second Language (ESL) is provided, and central and local government funds are made available for this purpose.

6.5 Overseas Students

Students come to Britain from countries throughout the world to study at universities or other educational institutions or for professional training. In the academic year 1978-79 there were about 86,800 students in publicly maintained institutions, some 36,800 at universities and about 50,000 at further education establishments. In addition about 41,500 were training as nurses, and in law, banking and accountancy, for industry or services. About 30 per cent of all overseas students were from the Commonwealth and 54 per cent from developing countries.

The majority of overseas students pay their own fees and expenses or hold awards from their own governments. In addition, over 10,000 overseas students were fully supported in 1980 under British technical co-operation with developing countries. New students from overseas in higher and further education are charged at the level the institutions consider necessary to meet the cost of study subject to a minimum figure. Students from other member countries of the European Community are charged the fees that apply to British students. There is, however, a scheme to provide financial help for overseas research students of high ability.

6.6 Women

Vocational training over the widest range of occupations is open to women, but the majority train in traditional areas of women's employment.

Although most of the 27,500 women taking TOPS courses in 1980 were trained in clerical and commercial subjects, a significant number trained for traditionally male-dominated jobs such as engineering, motor repair and electronic wiring. About 25% of trainees on computer programming/operating courses were women.

The Manpower Services Commission offers a number of opportunities for women intending to return to work after a break because of domestic responsibilities. Wider Opportunities for Women (WOW) courses aim to help women make informed occupational/training plans and to equip them with information and self-confidence to carry out these plans.

Other schemes are in operation; the Engineering Industry Training Board's (EITB) work is quoted here as an example:

(i) The EITB has made available special grants for firms who recruit girls to train as technicians or technician engineers in addition to their normal intake of technician trainees. Grants are paid in instalments to the firm over the first 1½ years.

(ii) Under the Engineering Awards for Women Graduates scheme, the EITB has offered bursaries, each worth £500 per year, to 50 young women who intend to take first-degree engineering courses at universities, polytechnics and other higher education establishments in the UK.

(iii) The EITB sponsors girls aged 16 and over who have an interest in professional engineering to attend a one-week residential course, known as an Insight Programme. The course is held at selected universities throughout the country and is intended to give girls who are studying relevant subjects an insight into the requirements of a university engineering degree course.

VII CURRENT TRENDS

In a number of ways, vocational training in the United Kingdom is at a stage where important developments are likely to take place.

Recruitment to formal apprenticeship has been affected by the recession and by a widespread feeling that the present pattern of training is in need of revision. Employers have reduced severely their intake of young people into initial skill training; in 1979, 100,000 apprentices were recruited - in 1980, 90,000. The Manpower Services Commission, through its Training for Skills Programme of financial support for apprentice training, has attempted to stabilise annual intakes in order to avoid skill shortages in future. The aim of the Programme has been training reform, so finance has been directed towards ensuring that training is designed for adults as well as young people.

Training for school-leavers has been an important area of activity in recent years. New pre-employment courses have developed for those who wish to continue full-time in further education after they leave school, or who decide to attend college part-time while in employment. There is clearly a need to simplify and co-ordinate the present arrangements so that young people have more effective education and training opportunities. Consideration is being given to the development of a new examination course for people of average ability who intend to enter employment at 17+. The courses could be provided both in schools and in further education establishments and assist the transition from school to work. The intention would be that young people could receive recognition for their achievements and progress to other courses without any significant narrowing of their employment and educational opportunities. Developments here have to take account of the large number of unemployed school-leavers, many of whom receive training under the Youth Opportunities Programme.

The training needs of adults also are being developed in proposals for an "Open Tech" programme, which aims to improve access to education and training for people at technician or supervisory level. The programme would open up opportunities for those who are prevented by, for instance, location or timing or unnecessarily restrictive entry criteria, from undertaking conventional

courses. Distant learning techniques (individualised study carried out away from the tutor or the classroom) might form an important part of "Open Tech" schemes.

In 1981 the Manpower Services Commission put forward proposals for a New Training Initiative, which has three stated objectives:

(1) to develop better arrangements for skilled training to agreed standards;

(2) to improve the vocational training and education of all young people;

(3) to provide more training opportunities for adults.

The Government has considered the public response to the New Training Initiative and the MSC's proposals for action and in December 1981, published the following 10-point programme:

(i) a new £1 billion a year Youth Training Scheme, guaranteeing from September 1983 a full year's foundation training for all those leaving school at the minimum age without jobs;

(ii) increased incentives for employers to provide better training for young people in jobs;

(iii) development of an "Open Tech" programme to make technical training more accessible to those who have the necessary ability;

(iv) a working group to report on ways of developing of the Youth Training Scheme to cover employed as well as unemployed young people, within available resources;

(v) setting a target date of 1985 for recognised standards for all the main craft, technician and professional skills to replace time-serving and age-restricted apprenticeships;

(vi) better preparation for working life in initial full-time education;

(vii) more opportunities for vocationally-relevant courses for those staying on in full-time education;

(viii) closer co-ordination of training and vocational education nationally and at local level;

(ix) a £16 million fund for development schemes in particular localities or sectors;

(x) examination of longer-term possibilities for more effective, rational and equitable sharing of the costs of training between trainees themselves, employers of trained people and the general taxpayer.

In Northern Ireland, the Government has published its intention to launch a youth training programme for all 16 and 17 year olds. All young people in this age group, whether at work, in full-time education, or without a job will be eligible to participate.

ADDENDUM (July, 1982)

Youth Training Scheme

Following the Government's announcement of a £1 billion a year Youth Training Scheme, guaranteeing from 1983 a full year's foundation training for all those leaving school at the minimum age without jobs, a Task Group was set up to design the scheme and its report was published in April 1982. The report received Government approval in June, 1982.

Initially the scheme will provide opportunities for all 16 year-olds who have left full-time education and those aged 17 who become unemployed within the first year of leaving school. Later, coverage will be extended to all 16 and 17 year-olds. The scheme will provide young people with a programme of

integrated work experience, training and relevant further education which will be detailed in the contract between the employer (sponsor) and the Manpower Services Commission and in the traineeship agreement which each young person will hold.

It is intended that the trainees will be introduced into the programme with assessment of skills, attainments and needs. There should be a minimum of three months' off-the-job training and/or further education within a programme which lasts a year. The programme should enable trainees to develop personal and life skills in addition to working skills. The progress of each trainee will be systematically reviewed and on completion of the programme the trainee will have a record of achievement which is recognised by employers and by young people. This should enable trainees to transfer their acquired skills, knowledge and experience to other areas of employment including further skills training or education.

It is expected that the majority of sponsors will be employers but other organisations such as local authorities, voluntary bodies and youth organisations will be encouraged to manage programmes. Although a sponsor will have no obligation to employ a trainee after the programme, vacancies which arise will be brought to the trainee's attention. Correspondingly, there will be no obligation on the trainee to remain with a sponsor once training is completed.

A sponsor will provide a trainee with a complete programme, either on his own premises or by using other facilities, and will receive a grant per trainee per year. Payments will be made to employers both for normal levels of recruitment of young people and for additional trainees. A fundamental aim of the scheme is to encourage and enable employers to increase both the quality and quantity of their training.

Although the Youth Training Scheme does not cater for the large number of young people aged 16 and 17 years who are engaged in full-time education, there will be close co-operation in planning the new pre-vocational qualification at 17+ and the Youth Training Scheme.

EXPLANATION OF TERMS

Advanced courses

Higher courses, usually at university level.

Block Release

Employees attend college for "blocks" of full-time study of up to 18 weeks interspersed with periods of work.

Central Institutions

Colleges of higher education in Scotland which are directly funded by central government and provide most of the degree-level courses of vocational education in Scotland outside the universitites and colleges of education.

Certificate of Secondary Education (CSE)

An examination in a wide range of subjects usually taken by 16 year-olds after a two-year school course. 5 grades of pass are awarded; the highest grade, grade 1, is equivalent to a pass at GCE Ordinary Level.

College of Further Education

Colleges for students over the age of 16 which offer a wide range of educational and vocational courses.

Comprehensive Schools

Non-selective schools which are open to all children of secondary school age in a particular neighbourhood.

Day Release

Attendance by employees at college for one or more days per week.

Degree

The principal higher qualification awarded by universities, polytechnics, institutes of higher education and some colleges.

Distant Learning

Individualised study undertaken away from the tutor or classroom, often through correspondence and sometimes linked with radio and television.

Further education

Education after compulsory schooling below university level.

General Certificate of Education (GCE)

The main public examination in a number of subjects for 16 year olds (at Ordinary level) and 18 year-olds (at Advanced level). Ordinary level is designed for the most able 20% of pupils in each subject.

Grammar schools

Selective secondary schools for children of good academic ability.

Great Britain

England, Scotland and Wales. Great Britain and Northern Ireland form the United Kingdom.

Group Training

Two or more employers form a training group which employs specialists to carry out the training function for members of the group.

Her Majesty's Inspectorate (HMI)

Professional advisers to the Government education departments who carry out regular inspection of schools and colleges.

Higher Education

Post-graduate and degree-level education, provided at universities and on advanced courses at polytechnics and other establishments of higher and further education.

In-company training

Training undertaken on a firm's own premises either in a training centre or "on-the-job".

Independent Schools

Schools that are not State funded and receive most of their income from pupils' fees.

Industry Training Boards

Statutory boards, representing employers, employees and education in a group of related industries, who are responsible for encouraging adequate training in their industries.

Jobcentres

Job-finding and advisory centres operated by the Manpower Services Commission.

Local Education Authorities

Local authorities who have responsibility for providing education in a geographical area.

New Commonwealth

New Commonwealth countries include: Antigua, Bahamas, Bangladesh, Barbados, Belize, Botswana, Cyprus, Dominica, Fiji, The Gambia, Ghana, Grenada, Guyana, India, Jamaica, Kenya, Kiribati, Lesotho, Malawi, Malaysia, Malta, Mauritius, Nauru, Nigeria, Papua New Guinea, St Lucia, St Vincent, Seychelles, Sierra Leone, Singapore, Solomon Islands, Sri Lanka, Swaziland, Tanzania, Tonga, Trinidad and Tobago, Tuvalu, Uganda, Vanuatu, Western Samoa, Zambia, Zimbabwe.

Non-ITB sector

Industry and commerce outside the scope of industry training boards.

Nursery education

Education for children below compulsory school age, i.e. less than 5 years old.

Playgroups

Groups, usually organised voluntarily by parents, for children under 5 years.

Polytechnics

Educational establishments that offer a wide range of subjects at all levels, with a concentration on advanced work. Modes of study include full-time, part-time, sandwich and block release.

Post-school education

Education after compulsory schooling.

Primary education

Compulsory Education for children up to the age of 11, combining Infant schooling (5-7 years) and Junior schooling (7-11 years).

Rates

Local property tax.

Rate Support Grant

An annual grant to local authorities which is the Government's contribution to the cost of local education services. The rate support grant covers approximately 60% of local authority expenditure.

Sandwich courses

Courses where substantial periods of full-time study alternate with periods of supervised experience on a relevant job.

Secondary education

Compulsory education from 11-16 years; pupils may stay on at school voluntarily for three more years after the age of 16.

Secondary modern schools

Schools that provide general education with a practical bias up to and beyond the minimum school-leaving age of 16.

Sixth form colleges

Colleges in England and Wales that offer separate sixth-form education (i.e. school education above the age of 16) usually for pupils from a number of secondary schools in one area.

Skillcentres

Centres run by the Manpower Services Commission that provide vocational training courses.

Special schools

Schools for handicapped pupils for whom attendance at ordinary educational establishments is not possible.

Tertiary colleges

Colleges in England and Wales that provide full-time and part-time education for students over 16, combining the functions of a sixth form college and a college of further education.

Training Opportunities Scheme (TOPS)

Government sponsored training for adults.

Voluntary schools

Schools organised by voluntary bodies e.g. Church of England, which are partially State-funded.

ADDRESSES

Government Departments

Department of Education and Science, Elizabeth House, York Road, London, SE1 7PH.

Department of Employment, Caxton House, Tothill Street, London SW1H 9NA

Manpower Services Commission, Moorfoot, Sheffield S1 4PQ

Scottish Education Department, New St Andrew's House, Edinburgh, EH1

Welsh Education Office, 31 Cathedral Road, Cardiff CF1 9UJ.

Department of Education (Northern Ireland), Rathgael House, Balloo Road, Bangor, Co Down.

Department of Manpower Services, Netherleigh, Massey Avenue, Belfast BT4 2JP.

Organisations

British Broadcasting Corporation, Broadcasting House, Portland Place, London W1A 1AA.

Business Education Council, Berkshire House, High Holborn, London, WC1V 7AG.

City and Guilds of London Institute, 76 Portland Place, London W1N 4AA.

Confederation of British Industry, Centre Point, New Oxford Street, London WC1.

Council for Educational Technology for the United Kingdom, 3 Devonshire Street, London, W1N 2BA.

Council for National Academic Awards, 344-54 Gray's Inn Road, London, WC1X 8BP.

London Chamber of Commerce, 69 Cannon Street, London EC4.

National Foundation for Educational Research in England and Wales, The Mere, Upton Park, Slough, SL1 2DQ.

National Institute of Adult Education, 19b De Montfort Street, Leicester, LE1 7GE.

Northern Ireland Council for Educational Research, Research Unit, 52 Malone Road, Belfast.

Royal Society of Arts, 18 John Adam Street, Adelphi, London, WC2N 6AJ

Scottish Business Education Council, 22 Great King Street, Edinburgh, EH3 6QH.

Scottish Council for Research in Education, 15 St John Street, Edinburgh.

Scottish Technical Education Council, 38 Queen Street, Glasgow, G1 3DY.

Technician Education Council, 76 Portland Place, London W1N 4AA.

Trades Union Congress, Congress House, Great Russell Street, London, WC1B 3LS.

Workers' Educational Association, Temple House, 9 Upper Berkeley Street, London, W1H 8BY.

ABBREVIATIONS

BBC - British Broadcasting Corporation

BEC - Business Education Council

CBI - Confederation of British Industry

CEE - Certificate of Extended Education

CET - Council for Educational Technology

CFE - College of Further Education

CGLI - City and Guilds of London Institute

CNAA - Council for National Academic Awards

CSE - Certificate of Secondary Education

DE - Department of Employment

DES - Department of Education and Science

EITB - Engineering Industry Training Board

ESL - English as a Second Language

FEU - Further Education Curriculum Review and Development Unit

GCE - General Certificate of Education

HMI - Her Majesty's Inspectorate

ITB - Industry Training Board

LCC - London Chamber of Commerce

LEA - Local Education Authority

MSC - Manpower Services Commission

NATFHE - National Association of Teachers in Further and Higher Education

NCILT - National Centre for Industrial Language Training

NEBSS - National Examinations Board in Supervisory Studies

NFER - National Foundation for Educational Research

REB - Regional Examining Boards

RSA - Royal Society of Arts

SCE - Scottish Certificate of Education

SCOTBEC - Scottish Business Educational Council

SCOTEC - Scottish Technical Education Council

TEC - Technician Education Council

TOPS - Training Opportunities Scheme

TSPA - Training for Skills Programme

TUC - Trades Union Congress

UGC - University Grants Committee

UVP - Unified Vocational Preparation

WOW - Wider Opportunities for Women

YOP - Youth Opportunities Programme